DOCUMENT RESUME

ED 294 850 SP 030 208

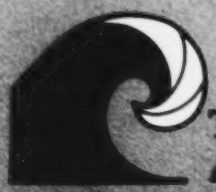
TITLE	The Carnegie Call for Reform: A Second Wave for North Carolina? Proceedings Report.
INSTITUTION	Public School Forum of North Carolina, Raleigh.
SPONS AGENCY	Carnegie Forum on Education and the Economy, Washington, DC.; North Carolina State Board of Education, Raleigh.; Southeastern Educational Improvement Lab., Research Triangle Park, NC.
PUB DATE	[88]
NOTE	34p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Educational Change; *Educational Economics; *Improvement Programs; *Professional Recognition; Program Development; School Business Relationship; *School Effectiveness; State Action; Teaching (Occupation)
IDENTIFIERS	*Nation Prepared (A); *North Carolina

ABSTRACT

This document contains the proceedings of a two-day forum held in North Carolina that was designed to give individuals in education, government, and business, who would be involved in implementing the recommendations of the Carnegie Task Force, the opportunity to freely analyze and debate the teaching profession. The first address was presented by John C. Taylor, 3rd, who reviewed the economic considerations underlying the call for educational reform. The second address, by Marc S. Tucker, offered an overview of the Carnegie recommendations. Following each address, statements are made on the content of the paper and how the issues raised impact upon school reform and improvement in North Carolina. Reactions from North Carolina educators to the Carnegie recommendations are synthesized in reports on the conference panel discussions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294850



The Carnegie Call for Reform: A Second Wave for North Carolina?

Proceedings Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. T. Bagenstose

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Dedicated to the memory of
Dr. K.Z. Chavis
whose distinguished career
was devoted to the
advancement of excellence in education
and equal opportunities for all people.

Introduction

Dornan is executive director of the Public School Forum of North Carolina.

A Statement by John N. Dornan

For people working in our public schools, the last four years have been a mixed blessing.

On one hand, the realization that education must be the foundation of any attempt to maintain the United States as a world leader has led to an unprecedented outpouring of investment in public schools.

On the other hand, the words "educational reform" have become, to some, a code for "teacher bashing," "principal bashing," or just plain "education bashing." To others, "future shocked" after nearly four years of reform, the movement has begun to remind them of Oscar Wilde's description of a second marriage, a phenomenon he called "a triumph of hope over experience."

In the midst of this flurry of reform, the report of the Carnegie Task Force on Teaching as a Profession was a breath of fresh air.

It did not propose easy solutions that could be accomplished overnight.

It did not focus only on those things that could easily be legislated or regulated.

Instead, it was based on a simple, but powerful, premise—the integrity of the teaching profession must be established if we have any hope of attracting and retaining capable teachers in tomorrow's schools.

The two-day conference entitled "The Carnegie Call for Reform: A Second Wave for North Carolina?" was designed to give individuals in education, government, and business who would be involved in implementing the recommendations of the Carnegie Task Force the opportunity to freely analyze and debate the teaching profession.

Most of the invitations to the conference were extended to educational practitioners—those people who work closest with the state's 1.1 million school-aged children but who are often too busy to be able to leave the classroom to debate ideas that would most profoundly affect their own profession.

This decision to focus involvement in the conference on educators was a conscious one made by the conference's sponsors: the Carnegie Forum on Education and the Economy, the N.C. State Board of Education, the Public School Forum of North Carolina, and the Southeastern Educational Improvement Laboratory.

In examining the Carnegie recommendations, I challenge educators, government representatives, and business leaders not to fall victim to an affliction that Andy Rooney of the television show "Sixty Minutes" says has caused us to become a nation of "blamers."

Rooney says we excuse the drug addict, choosing to blame the pusher or the Columbian farmer who grows cocaine; we excuse the delinquent child and blame the parents and schools; we excuse the criminal and blame society. Instead of blaming others, Rooney suggests that it is time to accept blame ourselves.

I was struck by how appropriate Rooney's call was to this conference. Those of us who influence educational policies may have become a community of blamers. When educational betterment is proposed, likely responses include:

- The General Assembly would never fund it.
- The teachers would never do it.
- The principals would never buy it.
- School boards would never consider it.
- Higher education would never even study it.

As a result of this thinking, we never can accomplish anything.

I encourage each of us to suspend our disbelief and imagine what it might be like if our self-fulfilling prophecies didn't come true, and the General Assembly did fund it, the teachers did do it, the principals and school boards bought it, and higher education began to study it.

In this way, perhaps, our hopes can triumph over experience.

Conference presentations included in this report have been edited for space considerations.

The National Imperative

Taylor is president of AEA Investors, Inc. and counsel to Paul, Weiss, Rifkind, Wharton and Garrison. He is a former chairman of the Carnegie Corporation of New York.

An Address by John C. Taylor, 3rd

I have been asked to review the economic considerations underlying the call for educational reform. Those considerations not only form a significant portion of the context in which educational reform is being advocated, but are the initial motivating factors behind the report of the Carnegie Task Force on Teaching as a Profession.

Before I start on that course, let me say how pleased I am to be part of this meeting. No other state has yet assembled a group such as this, cutting across education, government, business, and labor. In our country, unlike most others, reform will have to take place largely on a state-by-state basis. Effective reform will happen only if states, such as North Carolina, with a proven record of educational leadership act effectively and set the example and tone for the rest of the country.

It's appropriate that the first such meeting should be in North Carolina, not only because it has that proven record of educational leadership, but also because it has Jim Hunt. Early in 1984, Jim Hunt and David Hamburg, the President of the Carnegie Corporation, assembled a group of 50 people in the Carnegie Corporation offices in New York to discuss the need for a national movement to develop an educational policy and to accomplish educational reform. It was quite an extraordinary group, including five governors, a number of senators, state legislators, representatives from the principal teaching unions and other national unions, heads of major corporations, foundation representatives, and leading figures from all levels of the educational world.

They were there because each of them had a deep concern about the developments in this country that give rise to the urgent need for educational reform today. The governors who attended that meeting believed that the situation was already serious and deteriorating and that, unless some action was taken, we were poised at the head of a precipitous slope headed for an accelerating downhill ride, leading in the end to massive unemployment and a lower standard of living for the whole country. Nothing that has happened since that time has indicated that their concerns were not justified.

There was also surprising agreement that only a change in the quality, flexibility, and capacity of this country's work force could reverse the trend. In short, there was virtual unanimity that students in our educational system would have to develop different and broader skills and would have to be better motivated than they are today.

Finally, there was general agreement that the best our educational system can offer would have to be made available to, and availed of by, a much broader section of the school-aged cohort than it is today—by all future members of the work force, whether male or female and regardless of racial, ethnic, and economic background.

The economic climate in which we live today contrasts sharply with the climate of the first half of this century. This country throughout the 20th century has enjoyed the highest standard of living and greatest economic prosperity of any country in the world. Although there were many contributors to that prosperity, it is certainly clear that our educational system was a most significant contributor.

Our educational system was the newest in the world. It produced both the most productive work force and a group of people who led the world in technology development and innovation.

Virtually every element that gave rise to that prosperity has changed. Technology and capital are now freely transferable internationally. Possession of those two can no longer make up for a work force that is more expensive and less productive.

A second fundamental change is that productivity gains are no longer attributable primarily to new and better machines. The balance between the contribution of machines and work force productivity has shifted heavily to the latter.

Finally, our rate of productivity growth, which once led the world, now lags that of virtually every other industrial nation in the world, and several have already passed us in absolute terms, despite the fact that they still

have lower cost labor.

There is virtual unanimity that our industrial and manufacturing segments are in serious trouble, and that our prosperity cannot be maintained without them. No nation can prosper on a purely service economy.

A general estimate today is that 75 percent of increased productivity is attributable to increased quality of the work force and most of the balance to scientific development. Both the quality of the work force and the ability to produce scientific and technological development are highly, perhaps totally, dependent on education, with math and science education playing a major role. The Japanese are doing a better job than we are in educating the nation's population. Tests run at the eighth grade level indicate that Japanese students substantially outperform U.S. students in every phase of mathematics. And Japan is not alone. In the same tests, U.S. students overall ranked 13th of 15 industrialized nations tested.

Why? The reasons are obviously many and complicated. There are, however, three contributing factors which can't be denied:

First, the Japanese place substantially higher value on education than we do. Polls and research clearly indicate that education ranks higher in importance, and educators higher in public esteem, in Japan and in almost every other industrialized nation than they do in the United States. Motivation and effort to learn on the part of students is greater, and the rewards of entering the teaching profession, and motivation to do so, are clearly greater.

Second, our public education system was designed and in place long before the present Japanese system. It was designed for a mass production economy and performed as the best in the world in that economy. It was not designed for a high tech, or even middle tech, or information, service, science-driven economy or an economy that changes as rapidly as today's. Its content and structure have an inertia factor much greater than that of the Japanese educational system. We should consider whether our educational system suffers in comparison to more modern and flexible systems just as our older steel mills suffer by comparison to Japan's newer and more modern mills.

In addition, Japan has a much greater integration of policy planning and control than does the United States. The structure of its government and economy and of the linkages between the two make it much easier to adapt its educational output to changing economic, technological, and societal needs than is the case in the United States.

And the Japanese are not complacent and standing pat. They recognize that their system is flawed. They are deeply concerned by their perception that their system produces an efficient and motivated work force, but does not produce graduates with great creativity. They intend to correct that deficiency. If we stand still, the gap between our output and theirs is likely to grow, not shrink.

The Japanese scene is an outstanding example, but it is not unique. Flight of industries and jobs from the United States is likely to accelerate as the quality of education and training in many countries abroad is upgraded and made more relevant to today's industrial and economic realities.

So what is happening? Lower skilled, lower paid jobs are moving more and more offshore, out of the United States. They aren't likely to return in our or our children's lifetimes unless we are prepared to lower substantially our overall standard of living. Middle skilled jobs are beginning to follow them.

As those jobs leave the United States, our overall economy deteriorates. A large and growing segment of the population is finding that its wages are dropping in real terms or that its members are not equipped to enter new industries as theirs shrink, or in many cases to hold any job in the current economy.

Unless major action is taken, that trend will be compounded over the next 15 years by the drop in size of the work force and the increase in the number of entrants into the work force who come from minority and poverty

"One of the most attractive aspects of professional work is the way professionals are treated in the workplace. Professionals are presumed to know what they are doing, and are paid to exercise their judgment. Schools, on the other hand, operate as if consultants, school district experts, textbook authors, trainers, and distant officials possess more relevant expertise than the teachers in the schools."

—The Report of the Carnegie Task Force on Teaching as a Profession

backgrounds. We are not now educating those groups adequately to equip them for jobs that will be available. One-third of a smaller work force in the year 2000 will be a member of a minority group. One child in four in this country is now born into poverty. Their ability to contribute productively to the economy is essential, not just for them but for all of us.

What is the answer?

We can produce better and unique products only if we develop them. We can develop them only if we turn out the scientific and innovative minds to do so. To produce enough of those minds, we must draw fully on the entire pool of potential talent, not just part of it as we do today. We must correct the deficiencies in our system that eliminate from the talent pool at an early age the vast majority of minorities and women. Remember that a 12-year-old entering sixth grade now must be educated to take a place in society in 1993 if education ends with high school and in 1998 to 2000 if he or she goes on to post graduate study.

But restoring our leadership in technological development is not enough. Technology is too mobile—too transferable to others. The more important task is to restore our ability to produce at competitive prices.

We must follow the Japanese example and increase the productivity of our existing work force, not just by giving them new machines and technology, but by giving them the capacity to use those machines and that technology effectively. Technological developments combined with a work force equipped to use those developments effectively can result in development of new industries and in a resurgence of productivity and competitiveness even in some of our most basic rust belt industries.

One of the driving forces in the creation of new industry which provides skilled, highly paid jobs is the existence of a skilled work force. The economy's demand for skilled labor is significantly shaped by the character of the labor that is available.

The development of scientific innovators, new products, and new skilled jobs, and the development of a skilled work force are mutually reinforcing.

To follow this route, we must target certain goals. First, we must determine what a product of our educational system must know when he or she leaves the system in order to function productively in today's world and what skills he or she must have to continue to adapt and to learn new skills for new tasks in the years ahead. The world and its demands on people coming into the work force change much more quickly than they used to.

Second, we must develop a structure and plan for delivering that knowledge and those skills in an effective, efficient, and cost-effective manner to all participants in the system.

And finally, we must create an environment in this country which puts a higher value on education and motivates all participants in the system to take advantage of the education it offers and to develop the necessary knowledge and skills to play productive roles in making us again competitive in domestic and international markets.

I have concentrated exclusively on economic problems and the need for a better educated nation in order to maintain our economic prosperity. That is only one leg of the imperative, and I cannot stop without a brief word about the other, which is of equal importance. The ultimate objective we seek is not a better educational system or a stronger nation or a stronger economy. The ultimate objective is a better quality of life for our population. Ability to participate in a strong economy is not enough for someone unequipped to deal with the political and social aspects of his or her life, nor is it enough to support the political health of the country.

We like to think we have the world's best educated citizenry and a democratic system of government based on participation by a literate people and on the knowledge that those in government are responsible to an educated electorate. Most of us feel that fact has never matched hope or perhaps self-delusion in those areas. We also see the factual basis for those aspirations slipping away. Evidence lies not only in crime and poverty rates and polls show-

"Schools should be staffed by teachers who reflect the diversity of the nation's racial and cultural heritage. We cannot tolerate a future in which both white and minority children are confronted with almost exclusively white authority figures in the schools."

—The Report of the Carnegie Task Force on Teaching as a Profession

ing ignorance and disinterest with respect to many important issues, but in our increasing difficulty in trying to grasp the significance of robots, advanced computers, star wars, and international trade movements. Many of these issues which directly affect the lives of people at all levels of society are far more complex than they were and require totally different knowledge to have even a basic understanding of them.

In the 19th century in this country, literacy was defined as the ability to write one's name. There was a time when many people who reached that level of literacy could deal intelligently with most problems of the day. But if literacy is intended to imply the ability to be a fully participating member of society, any definition of literacy today would differ radically from that 19th century definition, and almost as radically from a 1920, or even 1950, definition. We must have an educational system that produces a population not only able to read, but sufficiently "literate" in a scientific, technological, cultural, and ethical sense to have a basic understanding of the world we are living in and will have to live in in the late 20th and 21st centuries.

Finally, even if we do succeed in providing effectively a fully relevant education, we have helped our society only marginally if we do not succeed in providing full benefits of that education to our growing number of minority students. We have made woefully inadequate progress in that regard, and there is evidence that the rate of progress is decelerating rather than the reverse. There is no greater educational imperative than to bring a dramatically larger proportion of those students into the educational mainstream and to keep them there until they are educated to participate fully in our society and have an opportunity to develop their capacities fully. I don't believe that end can be achieved without first dramatically increasing the participation of minorities in the administration of our schools and in teaching. I can't think of any system anywhere that ever did an adequate, much less quality, job of educating any racial, ethnic, or religious group if that group was not significantly represented in its administrative and teaching population.

There's the imperative as I see it. It says there is an urgent need to teach different content, teach it better, and teach it to a far greater proportion of our population. It's a complicated, many-faceted problem. Any solution will of necessity require a many-faceted approach. I don't believe anyone pretends to know what will be required, but all involved in the activities which have brought us here today agree on one point and consider it axiomatic. As a law professor of mine used to say, "It's Genesis I, 1." It's a given—a place to start. Without a respected, properly motivated, adequately compensated teaching corps, properly trained to operate the system, any other efforts are sure to fail.

The North Carolina Imperative

Jordan is lieutenant governor of North Carolina.

A Statement by Robert B. Jordan, III

While the Southeast has benefited from the so-called Sun Belt growth, it is quite clear that many parts of the South and rural North Carolina have not been participants in the changes. In many cases, they have been left behind. One study finds that new jobs in the Southeast are being added nearly twice as fast in urban areas as in rural areas. In rural areas, land values have dropped significantly. Per capita income still lags behind the national average.

These changes are forcing all of us, whether in business, government, education, or some other field, to take a new look at the world in which we live and to ask if yesterday's answers will serve us in the future. We must stop considering specific problems in isolation and look at all of the factors which have brought us to where we are today and which will shape where we will be tomorrow.

Too often we tend to look at our own particular problems in isolation. We don't recognize that what is happening in business affects education, or what is happening in education influences economic growth. But as our traditional pillars of North Carolina's economy erode, it is time to come to terms with change and trends that are forcing factories across the state to close because of a flood of foreign clothing, forcing small farms to disappear, and at the same time drawing a flood of people to something called the Research Triangle Park.

I believe our discussion underscores the importance, and interrelatedness, of our marketplace and our classrooms. And although our nation finds itself in a global struggle with other countries, the major effort to succeed or fail has fallen to individual states.

The issue for all of us, politicians, business people, and educators, is to look for answers which not only enable North Carolina to attract and grow industry, but for answers which make it possible for our citizens to lead productive and quality lives.

The question before us then is one of preparing ourselves and our children for a different kind of future. A future where social, economic, and cultural changes are certain, and where an information-rich economy will fuel growth and prosperity.

We know the consequences of being ill-prepared are great. Unskilled and undereducated people are big obstacles to the promise of prosperity in North Carolina. High school drop-outs may be mortgaging more than just their own futures. The future of our state may be at stake.

We must make changes in our educational systems. Today's educational system was custom-made for an industrial society. Now it is imperative that we equip our education system, and the products of that system, for an information age.

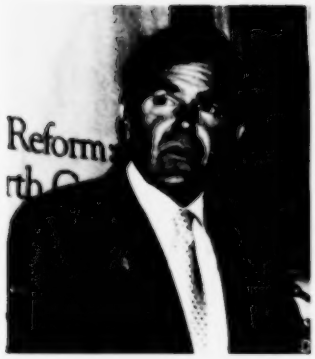
When we recognize that by 1990 more than 80 percent of the work force will hold jobs requiring more thinking and decision-making than today's blue-collar jobs and when we accept that one-third of all Americans switch jobs each year, we simply must do a better job of preparing our youngsters for those demands. It's that or lose our competitive edge. There is no one education, no one skill, that lasts a lifetime now.

The basic new skill which we must teach is to think and reason logically and coherently. In the new bestseller, *Reinventing The Corporation*, it's called "TLC"—learning how to think, learning how to learn, and learning how to create.

North Carolina, as is the nation, is at a crossroads. A crossroads in a changing economy, in changing demographics, and in an educational system overdue for change. The Carnegie report and the numerous recommendations from national and state commissions signal the extent of a reform movement which could shake the very foundations of our public schools and universities. Corporations have become the nation's leading education activists, and reform is coming from school boards and state legislatures all over the country.

That's not to say that we haven't been doing some things right. North Carolinians are showing an impressive confidence in education, and in a willingness to pay for improvements.

In the last five years, our state rankings are moving up: in per-pupil expen-



Melvin is chairman of the N.C. Commission on Jobs and the Economy.

ditures, in teacher pay, and in state funds to local systems. Mind you that we are nowhere close to where the tenth largest state ought to be, but we have commitments.

Commitments to funding and implementing the Basic Education Plan, to enhancing the teaching profession, and to re-examining teacher education; tax dollars to build better schools and public support to invest, and reinvest, in teaching young minds and retooling seasoned workers.

A Nation Prepared translates into a state prepared, a people prepared, a workforce prepared.

I join you in a commitment to take a long, hard look at our classrooms and at our quality of life in North Carolina, now and in years to come.

This is one of the most challenging times in the history of our state. And I believe our people will demonstrate as they have throughout our heritage that we have the vision and the ability to meet the challenges before us and make our state even greater.

A Statement by James Melvin

Times are changing. In a rapid change like we are living in today, it behooves all of us to know more about where we are so that we know where we are going. The last legislature created the Commission on Jobs and the Economy under the leadership of Bob Jordan. It didn't take us but just a few days looking at this issue to know that we are on to something that deals with the very heartbeat of our state. As we started to put together the facts, figures, and statistics of this subject, it didn't take us long to realize that we better get on to changing some of the ways we have been doing things.

In some cases, we have more problems than the nation as a whole. We've got 835,000 adults who basically can't read. Most of those are somewhere out there in some type of job market. Where are they going to be in just four short years, in 1990?

So you see that things are beginning to focus, and we had better start doing some things differently and getting a hold of the problem now, so that it really isn't behind us in the years of 1990 to 2000.

I won't bore you with a lot of facts and statistics. I will tell you that within a matter of weeks we will be coming forth with our preliminary reports through our Lieutenant Governor. Then we will be finalizing that report and presenting to the 1987 General Assembly an outline of some things that we have seen and some things that we think need to be done.

I have to say to you it all focuses on what you are about, because it has to do with education. It has to do with taking our young people and our undertrained people and giving them the skills to deal in today's marketplace. And I want to tell you something, it is going to take some massive changes in the way we have been doing some things.

It is going to take some massive reappointment of some major resources from our state as well as some other sources. There is a definite dual economy in this state of ours that is almost scary. You can see that the population shift of jobs is going to the metropolitan areas, and they are drying up in the local areas. Where you have a plant closing of 600 in a town of only 5,000, that's almost a depression. You can have one relocate like that in Charlotte and it doesn't make much difference. You see, that's what it is all about. You are going to hear a lot more about that dual economy. We need to do something about that. We have got to address that problem. We have got to get to our young people, and you're about that.

I'd like to drop a word on the table called "partnership." And there are some partnerships, a lot of them, going. People like Sherwood Smith, who's really one of the great North Carolinians. He knows that North Carolina business is no more successful than the people that are working in those businesses. It is important that the people we have working in those businesses are well-trained and well-educated. We need to be sure that the private sector is heavily involved. In many cases, in our local communities, we are going to have to change some, where you open

Lambeth is executive director of the Z. Smith Reynolds Foundation.

your doors not only for their money but for their participation. It's going to be a challenge.

We have to be serious about this, and I think we are. And we have to realize that the proposals that we come forth with are not going to be the ultimate and the end result, and they are not going to cover all the answers. But we believe it will be a good start. In working in cooperation with you and every other resource that we can find, we are going to have to do some lobbying, not only just to our political leaders, but also to our people. To say, "Hey look, North Carolina has been a great state up until now, and if we don't get this right now, we could see our very economic base deteriorate right before our eyes."

A Statement by Thomas Lambeth

In recent years, our state and region have gone through a period of unprecedented growth both in population and in high tech jobs. It is interesting to see this growth described by our northern friends. We have acquired an image of a high tech boom town where the sun always shines and anything is possible.

To someone who only sees the Research Triangle area or the remarkable growth and construction around our major cities, that is an image which is understood.

Tragically, there is, as anyone who is familiar with all our state knows, an underside to our Sunbelt image.

On the one hand, we have attracted a large number of jobs which require a strong educational background and pay very attractive wages. On the other hand, the jobs which have historically supported a large number of manual laborers are disappearing, and the gap between haves and have nots threatens to grow larger and larger.

Let me share a few personal Tar Heel vignettes with you.

For example, there is the eastern North Carolina woman who speaks with concern about the fate of the young black male in the area served by the Maury and the Tillery correctional centers. One out of five of them will end up in one of those centers. Of those inmates there now, 97 percent are incarcerated for a second or a third time.

There is the young youth worker in Durham who finds teenagers with multiple drug habits and reports that many use drugs because they have been threatened by their peers with violence if they do not turn to drugs. This same young man asks me why the politicians he hears talking tough on drugs voted to cut his anti-drug program funds only months ago.

Visit the doctor in Halifax Memorial Hospital who is called away from our meeting to assist a patient in labor. As she leaves, she whispers to me, "My patient upstairs is only fourteen years old."

There is the guidance counselor in Winston-Salem who tells me of her pain when she asks her sixth graders to make a list of what they like about themselves, and some sit unable to think of anything. Or listen to the third grade teacher in Roanoke Rapids who has been told by Mental Health that a nine-year-old girl in her class is suicidal.

Meet the woman in Clayton who worries that teenagers in her community "only aspire to quit school, get a minimum wage job, and make payments on a car," and that the one role model that black youths in her community once had—the black classroom teacher—is disappearing.

Come with me to the classroom in Pantego or Gumberry or Burnsville where computers are being introduced into school buildings that long ago should have been rebuilt or abandoned.

Let me take a few minutes and simply recite stark facts that require little editorializing. They describe the underside of our Sunbelt economy, and there is an eloquent irony in the recitation.

By the way, the bulk of these facts have been garnered by two very fine organizations—the N.C. Child Advocacy Institute and the Human Services Institute. Let's first look at children:

- 415,000 N.C. children under 18 live in homes designated as poverty households. That is 17 percent of the children in the state.

- Fully two out of every four black children are being raised in poverty households.
- One quarter of a million children are being raised in single-parent families. Sixty percent of the poverty households are headed by a female.

Let's turn for a moment to health concerns:

- Over 25,000 10- to 19-year-old students became pregnant in 1981.
- Almost half of the teenagers who gave birth to children in 1982 had no prenatal care in their first five months of pregnancy.
- The number of under-18-year-old youths admitted for treatment of drug problem care in 1982 increased 12 percent over 1981.

And finally, education:

- The N.C. Department of Community Colleges estimates that there are 835,620 functionally illiterate adults in the state. To put that number in perspective, for every 11 of the 1.1 million students in grades K-12, there are 9 adults who are functionally illiterate and doomed to fall farther and farther behind as manual laborer and farm jobs diminish.
- 25,000 students drop out of our public schools each year.

Research has long found that lack of education, poverty, crime, and health are directly related to one another. We have also found that the cycle of poverty is not easily broken. All too often, poverty breeds poverty, and despair remains despair.

I regret that so much of this is negative. We have to guard against twin evils in this kind of review. One is unloving critics and the other is uncritical lovers. What we need is a good supply of loving critics—people who know North Carolina with all its problems is still the best place on earth and who are dedicated to making it better for all its people.

It is characteristic of this state that there is a strong belief in the unlimited possibilities of our people. If we can develop pragmatic, caring, and daring responses to these needs, we can realize those unlimited possibilities.

The Carnegie Recommendations: An Overview

Tucker is executive director of the Carnegie Forum on Education and the Economy.

An Address by Marc S. Tucker

This is a very important occasion for the Carnegie Forum; it may well prove to be a real turning point for the country and for us. Although there are other states that are planning to do so, this is the first that has scheduled a two-day gathering of all of the important leaders in its state to consider this report, and what to do about it. We have done the past and are on the threshold of the future.

We have to set a whole new standard for education in this country if we are to succeed, and it has to be a standard not just for a few, but for everyone. That means a radical change in the target that we set and in our commitment to have everybody meet it. Not because it would be nice, not because it would be fair, but because it is absolutely necessary to everyone, including those who are well-off like ourselves. That essentially means that the premises on which the last three years of education reform have been based are essentially wrong.

The problem in American schooling is not that we have declined from some earlier standard of performance that we used to meet; it is, rather, that no earlier standard of performance is anywhere close to good enough. We have to strive for a whole new one.

There is one other very important implication; it has to do with the people who teach our kids. It follows as night does from day that the skills needed in the future will be non-routine skills. They are the kinds of skills that we in education have talked about but have not done much about over the last 10 or 15 years. The kinds of skills I have in mind are the ability to write well; to communicate, not just in writing, but in other ways that represent a command of materials. The ability to be creative, to apply what you know to new problems, not standard problems. People who are creative, bright, intelligent, well-read, and who have an understanding, a real understanding, of what they know are the kinds of people that people in this room hire when they hire professionals.

This requirement to have absolutely first rate people in our schools, to create schools that we have never had before, comes in some senses at the very worst possible time.

In 1982, we hired 115,000 teachers in this country. By 1992, at a conservative estimate, we will need 215,000 teachers. The rate at which supply is increasing is nowhere near enough to cope with the increase in demand for teachers. If the fall-off in supply was for the usual cyclical reasons, we need not be bothered, at least in demographic terms, because as jobs opened up, kids would go into teaching. But that's not really what's happening.

College-educated minority people and college-educated women have choices they barely dreamed of having 15 years ago and for many decades preceding when they graduate. I have talked to many women, school teachers, who have said, "When I became a teacher, graduated from college, I could become a secretary or a nursery teacher. If I had it to do now, I wouldn't dream of going into teaching. Not a chance." And in fact, many of them even now are walking out the front door not to return.

The scale of the increasing demand for teachers and the falling supply would by themselves constitute enormous policy problems for our public education system, but they are clearly not the only problems that we face. Within a few years in this country, if nothing changes, roughly 5 percent of the people teaching in our schools will come from minority backgrounds. Within the same period, in many states in this country, one-third to one-half or more of the kids in those schools will not be white. We do not know of any country that has done a really good job by a substantial population of minority kids when the people administering in those schools and teaching in them are almost wholly constituted from the majority.

There is another equally important point. Our Task Force felt strongly that it is intolerable in a democratic country to have kids facing people only from the majority population. What they will learn from that is that the people who have authority, who have distinction, who have what it takes, are all white. The message is intolerable.

In the judgment of the Task Force, the solution to these problems cannot and will not come by small and incremental changes to the school system and to the schools that we now have. What is required, instead, is the transformation of our institutional arrangements for teaching, learning, and education.

If it is in fact true that we no longer have a kept labor supply of college-educated minorities and college-educated women, and if, in fact, it is true that we need our fair share of people who would otherwise be doctors, lawyers, architects, and engineers, then we have to compete for the first time in an open market for the people that we need. So we have to ask: "What will it take to do that?"

Let's start with pay. We did something very simple. The Bureau of Labor Statistics publishes a table of occupations requiring a college degree. We took that list, rated from those occupations that make the most money to those occupations that make the least, and threw a dart in the middle. That is to say half of the occupations make more and half make less. That dart happened to fall on what the Bureau of Labor Statistics calls "non-managing accountants." They make, on the average, about $35,000 per year. I don't know what the average teacher's salary is here in North Carolina; nationwide, it's about $24,500.

There is a big difference. There are even bigger differences with respect to the spread. It turns out that teachers in this country, almost everywhere, can expect their salaries to top out after about 10 years. What we basically say to teachers in this country is, by the time you've gotten enough experience to be truly valuable, you cost too much. We would rather have two cheap ones. That is true of almost no other profession in this country.

It is clear, however, that bringing pay up alone is not going to do it. Sociologists tell us that people expect to get more out of their work than what they bring home in pay, particularly people who are in professional lines of work. What they most want is to be valued as professionals—to be treated as if they know something valuable, and to be relied upon to exercise their judgment in the right way. Believe me, that is not the way teachers are treated in our society. We tell them everything to do.

We tell our teachers how long their classes will be and how the whole school day is going to be structured. We define the conditions under which kids are going to be educated, leaving virtually nothing to the imagination of the teacher. Despite all of our rhetoric to the contrary, we have built a very large bureaucracy to tell teachers what to do.

So pay alone is not enough. If we want to attract our share of the best and the brightest, we have to create not only competitive pay, but competitive working conditions and an environment in which people are treated as if they mattered and their professional judgment mattered, too.

We believe that there ought to be a career progression for teachers, and it ought to culminate in a position called lead teacher, a position occupied by the most experienced, qualified, skilled teachers that we can find in our school systems. Those teachers ought to be the ones who have the principal responsibility of leading our schools into the next century.

Now suppose we were able to figure out how to pay teachers this way, and we were able to create somehow a professional environment that attracts the kind of people that we need. There is not a governor nor a state legislator that I know that would turn around today and rewrite the pay schedules and rewrite the way schools are run to provide that kind of autonomy, unless they were quite certain that the people out there could do the job. This leads to the third piece of the Task Force's recommendations. It has to do with standards.

The Task Force proposed to create a National Board for Professional Teaching Standards, which would do for teaching what we did a long time ago in medicine with the National Medical Board of Examinations, and in law with the Multi-State Bar. That is, the profession itself would set a very high

"It is certainly true that real reform cannot be accomplished despite teachers. It will come only with their active participation. There is a real danger now of political gridlock, a situation in which those who would improve the schools from the outside are met by teachers on the inside who, because they distrust policymakers' motives and disapprove of their methods, will prevent further progress."

—The Report of the Carnegie Task Force on Teaching as a Profession

standard for professional performance, way above the minimum, and would certify people who met that standard. Nobody would be required to be certified; it would be entirely voluntary.

We have yet a fourth critical problem: how are we going to get ourselves in a position where the vast majority coming out of our teacher education institutions can meet standards far higher than any teachers now have to meet? The Task Force said abolish undergraduate education degrees, make absolutely certain that the people going into our schools, elementary as well as secondary school teachers, have a broad, thorough, liberal education, and have studied fully the subjects that they are going to teach and know them.

Second, it proposed that we make the professional education of teachers a graduate enterprise, comparable in its way to the education of most other professionals in our society. The education that they get at the graduate level ought to be intellectually rigorous, not wholly but significantly field-based. That is to say, you ought to learn about teaching from teachers and by teaching in environments that are like clinical hospitals, only in this case we mean clinical schools.

We now have four points; pay, autonomy, standards, teacher education. Is that enough? No. We have not yet dealt with the minority teacher problem. That problem cannot be solved by recruiting. There are minority kids coming out of our schools and colleges who are very well-qualified and educated. It is very hard to find any of them who are even slightly interested in going into teaching these days. The offers that they are getting from other professions are vastly more attractive, and they are in great demand, and there are relatively few of them.

By 1992 we're going to need at least 50,000 new minority teachers every year. We are now graduating around 100,000 minority graduates of all colleges, all degrees. There is no way that we can get what we need from the numbers that we are now graduating. We have to graduate more. We absolutely have to increase, by a very large degree, the number of minority kids coming out of our colleges with strong academic backgrounds.

There are programs out there designed to produce women and minorities going into science and engineering careers that have taught us a lot about how to identify kids in junior high school who are really promising, give them lots of support through junior and senior high school—after school programs, tutoring programs, work programs, counseling—then get them into college and into good schools, and then give them the same kind of support going through college. If we can make the kind of commitment that is necessary to these students, we can be certain it is going to work because we know how to do it. It is essential to make that commitment.

Is all of that enough? No. There is one other way. In many respects the problem that we have in our schools is identical to that which we have in business and industry. We have an enormous productivity problem. We need to produce in our schools a very great improvement in performance, i.e. in the quality of the output.

How are we going to do that? As soon as you ask the question that way, you find out right away that not only are there no incentives in our public school system for improved performance and productivity, but there are, in fact, many negative incentives. Were any superintendent in this country to figure out how to produce in 10 years the kind and quality of education for the kids in that system that he now produces in 12, he would be fired because he would lose one-sixth of the state funds and would get nothing except grief. I'm not proposing that we do that, but what gets rewarded is getting more resources for the school system. That's how superintendents of little places get to be superintendents of big places. You don't get to do that by being more efficient; you don't to do that by raising performance; you do get to do it by getting more resources. Is that what we want?

Teachers who work way into the night and way into the morning on behalf of their kids are rewarded no differently than teachers who work to the

"An economy based on people who think for a living requires schools dedicated to the creation of environments in which students become very adept at thinking for themselves, places where they master the art of learning and acquire a strong taste for it."

—The Report of the Carnegie Task Force on Teaching as a Profession

rule. In this country, for the most part, if you are in a school district and you label kids as learning disabled, your school district gets more money. If you figure out what to do so they are no longer labeled disabled, you lose that money. That is a principle that applies to most of our programs for the disadvantaged in this country. Do you think that that produces incentives to solve the problems of those kids?

The fifth leg of the journey is fairly simple. We desperately need to change our system so it has strong incentives for improved performance, productivity, and efficiency. It's the only way we're going to get the results that we want. In order to do that, we need to be very clear about what it is we want for our kids. Then we need to figure out how to connect the rewards that our professionals in our school systems have to what we want for kids. The more we get what we want for kids, the greater the rewards are for people in the system. And having done that, we need to get out of their way. What it means is a revolution in the way we do business in this country. We need to dismantle that entire armamentarium of rules, regulations, laws, and the whole bureaucratic system that we have in place that tells people how to do their job. Once you can clear what the teacher's job is, once you have been successful in connecting their reward to getting that job done, and once you are sure you have a set of standards in place so that the people there can do the job, then you ought to get out of their way.

The Task Force believes that you can't do just one of these things and hope to succeed. They are all interlocked. If we don't in some sense proceed more or less concurrently with all of them, then we will have very big problems; we will undoubtly fail.

Whatever made the Task Force believe that such a thing was possible when little changes have been so hard? Well, the fact that you are here is in part an answer to that. When the American people read this, there is something in them that will make them say, "this kind of makes sense." It looks to us, strange as it may seem, that radical changes are going to be easier than incremental changes, at least in education. That is not to say, however, that we won't require an enormous amount of courage on the part of a great many people to build a consensus that has to be built if this system of change is to be put into place. What is enormously encouraging about this gathering is that it looks to us as though there may be exactly what it takes right here in North Carolina.

Upgrading the Profession: Preparation, Standards and a National Certification Board

Hunt is a former governor of North Carolina and partner in the law firm of Poyner & Spruill. He served as a member of the Carnegie Forum on Teaching as a Profession.

A Statement by James B. Hunt, Jr.

We are in a situation where the country is slipping, and we have great areas of our state that are below the national standard. So we are in a crisis situation almost. I think it is very clear that the only edge we can have—it isn't capital, it isn't technology—is a well-educated, innovative work force better than any in the world. And that we can do. We can educate. We have a climate and a country of freedom, individual liberty, and freedom of inquiry; in fact, we encourage that individual liberty and freedom of inquiry in this great democracy of individual liberties. It's better than any in the world. That's what we can do best. And I suggest to you that that is what we have to do best.

We are talking here about the second round. I heard somebody say yesterday, "well, what was the first round?" Well, the first round is everything up until now—almost. I would take issue with some people. I think the first round in the main was good, helpful, and necessary. Yes, we set some higher standards for students and teachers. We prescribed some resources that had to be in various places. I don't think that we would be where we are today if we hadn't had that first round.

As much as I think those things were good, I think that we have not really, until now, gotten to what I would call the heart of the matter. We have overregulated. We have to figure out a way to change the approach we use if we are going to have the kinds of schools that we need to have. You can't understand the need for what we are talking about unless you see the vision of what kind of economy America must have in the years to come, to have the same kind of high standard of living or better than we have today.

It is just as important for you to leave here today understanding the vision of America being thus centered, of high technology, value-added manufacturing, and providing of services by bright, innovative people, where we do it better than any place in the world. This is the center; this is where it's coming from. Not Japan or anyplace else. You have to understand that, and I want you to take that away as something that will sort of focus your thoughts about education from now on.

I want to say to you, without any qualification, that I think all of the recommendations of the Carnegie Task Force are absolutely essential. It is a matter of restructuring the schools. We ought to get about it with some pilot projects. It is the matter of getting minorities into the teaching force in far greater numbers by expanding that pool. We've got to do better in America, and we can with very hard work. It is the matter of raising the salaries, and saying that it is essential to do this, but knowing that it will be far easier if the other things are being done at the same time.

Now I want to say to all of you very clearly, that the first lesson—the most important lesson that we in America need to learn about education—is that the teacher in the classroom primarily determines the quality of education that our children get, and subsequently the competitiveness of America's economy, meaning whether or not we have jobs for our people, good jobs that pay well and that have a future. We in America, if we're serious about reversing the economic decline, can only reverse it by committing ourselves to getting and keeping the best people in the profession of teaching. I want to tell you the best people for America's future are not needed in law or even medicine, or even business—they are needed in America's classrooms. We don't have to have all of them, but we have got to have our share of them, and that's a much bigger share of them. That is an economic imperative for this country's future. We've got to figure out a way to do that. I believe that what we are proposing in this Task Force report is really the key to bringing that kind of thing about—getting those people to go into teaching. I believe that it was back in 1910 that the Carnegie Corporation got involved and made a commitment to changing and reforming medical education and the practice of medicine. At that time, there were some 350 medical colleges where you could go and become a doctor. You can imagine what a lot of them were like. Carnegie commissioned a study of what ought to be

done with medical education and recommended a superb preparation of doctors in terms of their college preparation, rigorous professional examinations. Those things were adopted in various states. They have now moved to a national certification system, and we now know what it means to be a Board Certified doctor. We know how much we respect them and trust them, and we know how much respect they have in the public at large. That was done for medicine, and I say to you it can be done for teaching.

Now all of us know the situation today with regard to teacher certification or that whole process. We know that part of the situation comes about because we aren't paying enough and working conditions are not satisfactory or fulfilling; therefore a lot of the best don't go into it. Today in North Carolina we have two qualifications for a person to become licensed. One is to graduate from an accredited program, and the second is to pass the National Teachers Examination.

I believe most of us who know much about those, and I supported both of those publicly, feel that those are adequate measures. They are all right, but they really don't do a good enough job of certifying teachers. I believe you could go into 50 states and most people would tell you they aren't satisfied with how teachers are certified today, if indeed they are certified at all. Of course, they are licensed. The system we have is not adequate; it doesn't say anything really strong and persuasive to the public about the professional status of teachers. Partly as a result of that, teachers are not paid more, and they aren't respected more, they aren't given the kind of opportunities to work in a professional environment that they must have. The Carnegie Task Force is proposing something that would be a purely voluntary thing. It isn't government. The federal government has nothing to do with it. It would be strictly a professional certification. They are proposing that the profession have a certification board that is teacher-dominated. In order to work toward that, Carnegie has already established the Planning Group that I am chairing. It has 33 members from across the country, a majority of that Planning Group being either teachers or selected by teachers. The Planning Group is responsible in the course of the coming year for setting up this professional board.

The Board would do two things essentially. First of all, the Board would set the standards in regard to two things: What does a teacher need to know? What do they need to be able to do to be a professional teacher? Those are the two things that standards need to be set for. Of course, to be professional, those standards need to be high.

Second, the board will develop the assessment. How do we measure those things? How do we measure them thoroughly, and how do we measure them accurately? Then, how do we assess mastory of the subject matter area in which one is to be certified?

Third, how do we assess the knowledge of good teaching practices?

Fourth, how do we assess the understanding of techniques required to teach particular subjects?

Fifth, how do we measure the ability or assess the ability to motivate and to relate to students of different backgrounds? How do we measure whether or not a teacher can motivate the students? Those are all things that we need to be able to assess if we are going to do it well.

You know you can't do that with just a pencil and paper multiple choice exam. So we've got a lot of work to do: to determine what we need to assess, what those standards are that people need to meet, and how to do it well and effectively. That's what we are about right now.

It will be essential that local units be involved with this. Whereas the development of standards and the development of the assessment would be done for the nation on an American basis with different states working and helping, there have got to be state units that are responsible for electing the people that are going to serve on the Board and for giving the examination, because some of it is going to involve good teachers being there in person with the others.

Gifford is dean of the School of Education at the University of California at Berkeley.

What will be the impact of it if we get it set up and in place? Say three years from now we have the first group of teachers certified. Let's say 100 of them are from North Carolina, just because it's the first time, and people are just getting into it. What will happen? I think they will be in great demand.

We have a lot of school board members, superintendents, and principals here. I think they will be out recruiting those teachers. I think they are going to pay them as much as they can to get them; I think they are going to do everything they can to see that their working conditions and the environment of those schools are good. I think that they are going to do everything they can to treat them as professionals, to try to change the way schools work and operate so they will feel fulfilled. I think that's going to be the impact. And then I think that if some of the counties in North Carolina don't get their share of those teachers—and they all wind up going to Raleigh, Durham, Greensboro, Winston-Salem, and Charlotte—I think there's going to be a great hue and cry to do something about inequities, to see that our rural counties and our poor counties get their share of the best. We already have that skimming right now because of higher salaries and so on. I think this is going to help us correct that problem and to see that every child in this state has a good opportunity for an education.

A Statement by Bernard Gifford

Ever so often we go through this period where we start worrying about the schools. The reports on school reform following Sputnik and *A Nation at Risk* show a pattern. They talked about lagging scholastic achievement, curriculum incoherence, confused values, uncertain direction, low prestige for teachers, lousy salaries, and a demoralized teaching staff. You can look at the reports put out in the early 60s and 80s and you will find these issues listed. Also, you will find some similarities in that the reports offered as a prescription for these ailments more regulation. That is, they urged the development of new curriculum standards, new accountability systems, greater use of standardized tests, more scrutiny on the part of legislative bodies. Usually these reports ended up with some sort of proclamation, which implied that one could develop a solution which was teacher proof to fix what ailed the schools. Now what do I mean by teacher proof—that is some magic bullet, some magic pill, that you could ram down the collective digestive system of the public schools, and it would work. It would work in spite of teachers and sometimes over the opposition of teachers.

Of course the result after both of these reports came out was that teachers became more demoralized. There was an immediate down-tick in the number of people interested in going into education. In fact, many of us have traced that down-tick directly into rather harsh criticisms that were made about teachers. Immediately after *A Nation at Risk* came out, some of you might recall there were lots of articles in the newspaper that really amounted to a kind of teacher bashing. We permitted people to abuse teachers in ways that we would have never permitted them to abuse any other group of people devoting their lives and energies helping to guarantee a future for all of us.

And then all of a sudden, in this atmosphere, the Carnegie Forum on Education and Economy came out with a report which I consider to be one of the most revolutionary and farsighted reports issued on education in the 20th century.

Carnegie did something which, when you think about it, is not all that great, but it took a genius to point out the obvious. Instead of teacher bashing, more regulations, more calls for scrutiny, more red tape, and more strangulation of the system, what Carnegie said was that no reform of our schools, no system that we can put in place, is going to work unless we first take a look at conditions and circumstances of teachers.

Teachers are at the center of the reform effort.

What Carnegie has offered, frankly, is

really relatively simple, although revolutionary. What they have simply said is that not all teachers are interchangeable. There are some teachers that are pleased and satisfied with being merely competent, and there is nothing wrong with that. We don't have enough competent teachers. But there are some teachers who are fired up; they are so committed to teaching that they are prepared to walk the extra mile, to take the extra course, to deepen their knowledge of the discipline that they are instructing in, to develop a firm understanding of how children acquire knowledge, to understand the cultural backgrounds of children, especially those who might be having difficulties in learning. But we do not have a system which permits us to distinguish in any way the competent from the extraordinarily gifted teacher.

What Carnegie has simply said is that that is wrong. It is un-American; it does not incorporate one of the basic virtues of this country, and that is that we recognize merit. Carnegie said we have to create a system which permits us to recognize the extraordinarily gifted teacher. Many teachers will be satisfied to merely do their job, but there will be a high percentage of them that will want to achieve the top of their profession. The Carnegie proposal will permit these teachers to demonstrate this extraordinary competence, and once having demonstrated this competence, it is the thought of most of us that school systems recognizing the presence of unusual talent would find creative ways of permitting these teachers to leverage their talent and experience.

In the Carnegie scheme of things, maybe these new teachers, many of them extremely talented and extraordinarily dedicated, would be put under the wing of the lead teacher. They would be given a kind of nurturing and intellectual nourishment that would help them cross over that difficult period that every teacher confronts during the first year.

These lead teachers would play a major role in helping redesign the curriculum, maybe restructuring the school, maybe asking fundamental questions about what each and every community ought to be doing. These lead teachers would become an extraordinary reservoir of talent. In the long run, they may even transform our notions of what constitutes an appropriate background for instructional leadership.

It may even be the case that we might begin to restore the notion to the principle of the principal being an instructional leader. What better qualifications could you require for a principal than for the principal to have been certified as a lead teacher. Because when you appoint such an individual as principal, you guarantee that you have got yourself a first-rate instructor, one who is capable of thinking far more creatively than the ordinary teacher.

In the long run, I do not see how you can justify a maintenance of undergraduate degree programs in education. If you are taking a large chunk of courses in professional studies, and if you are devoting a large chunk of your time to practice teaching, it is virtually impossible to pull together a first rate, comprehensive liberal arts education program that will carry you through in periods of uncertainty. I just fail to see how it can be done.

There is another good reason for abolishing the undergraduate degree in education, and that is because we need to get faculty members in letters and science involved in the preparation of teachers. Education is too important to permit professors of physics, professors of history, professors of chemistry to slack off on their responsibility to assume some burden for seeing to it that their subjects are preserved as one generation moves out of the schools and a new generation moves in. Let me tell you, our universities are not doing a very good job in this area.

Ultimately, if we take the Carnegie report seriously and begin to act on its recommendations, I think future generations will look back upon this period of the 1980s as the watershed period in American education. I would hope that they would look back on the period and see a generation that was faced with the challenge, and did not shrink from that challenge.

North Carolina Reacts

A Panel Discussion

Reactions from North Carolina educators to the Carnegie recommendations were punctuated with question marks concerning key recommendations of the report.

Panelists were Donald Stedman, associate vice president of the University of North Carolina; Frank Brown, dean of the School of Education at UNC-Chapel Hill; Cleveland Hammonds, superintendent of Durham City Schools; and Pam Brewer of Person County Schools, North Carolina's 1985-86 Teacher of the Year.

Stedman compared the Carnegie report to watchworks where "each recommendation is a gear." He also warned, "We are geared to the quick fix, and if it isn't quick, we lose interest. Systematic change will require time and patience."

He disagreed with the Carnegie Task Force recommendation to require a bachelor's degree in arts or sciences as a prerequisite for the graduate level study of teaching. "We cannot wipe out all undergraduate teacher education programs; the graduate level approach should not be the sole approach."

Stedman suggested maintaining strong undergraduate teacher programs that can lead to a master's level. Referring to the growing teacher shortage, Stedman urged advocates not to put the teaching profession beyond the reach of many students, "especially minorities." He also pointed out that undergraduate programs offer more recruitment opportunities.

Stedman reacted favorably to the recommended optional licensing approach and the resulting preferential treatment for the nationally certified teacher. "National standards should begin at once," he emphasized, "and not bog down in (deciding on) measurements." He also warned against pressures to lower standards to meet the increasing demand.

Higher standards, however, raised a question from Hammonds, who is president of the N.C. Association of School Administrators. "What if teachers with all these extra credentials can't relate to students?" He also questioned the ability of many North Carolina counties to attract and pay for these proposed graduate level teachers who also may earn national certification.

Hammonds said he favors creating a master's program that "makes a difference in the classroom—not just a difference on the state salary schedule."

He applauded the report's incentives for teachers, but suggested that other incentives be added. "I like the concept of the differentiated staff (with mentor and lead teachers), but do it carefully—in concert with teachers." He echoed Stedman's concern about the "small pool of teachers" that could be a result of stricter program standards.

UNC Education Dean Brown concurred, "At the University, we plan to continue, at least at present, (teacher training) at the undergraduate level plus master's degrees in subject areas." Instead of requiring only graduate level programs, he suggested the reform effort set standards for new teachers and allow schools to meet these standards.

If standards are set that cannot be met in four years, Brown's solution was "to get out of business—or adopt the five-year, master's concept." Standards should be more specific, he added. "A change from National Teacher Examinations or other tests may not increase standards, but I hope this national certification would eliminate lots of others."

The cost of this extended training also concerned Brown.

Brewer raised questions being asked by teachers: "Is this new venture more for attracting headlines—or making headway? Is it only creating new levels of bureaucracy and still more paperwork? Is the money there to make it work? What's the realistic effect, the trickle down, in my classroom? Does it address the central issues that can transform a nation at risk into a nation prepared?"

Brewer praised the Carnegie report for recognizing that standards in the classroom depend on the standards set for the profession, but she repeated concerns over the limited supply of future teachers by recalling that a show of hands among 600 Richmond County seniors last fall revealed only six students with any interest in education as a career.

Donald Stedman

Frank Brown

Cleveland Hammonds

Better salaries, better working conditions, and less "factory worker" regimentation elsewhere were among reasons cited by disillusioned students and teachers she talked to during her term as Teacher of the Year.

Though Brewer applauded the report's stand on graduate teacher education following a liberal arts undergraduate degree, she warned against "putting the cart before the horse." She said it seemed premature for the report to suggest only one path to teacher preparation when so many are being debated.

She expressed enthusiasm for the report's new standards for education as "a part of empowering a profession." She suggested, however, that the proposed national board for teachers be coupled with a state standards board made up primarily of teachers.

Pam Brewer

The Impact of Education Reform on the Minority Community

A Panel Discussion

Five state and national education leaders agreed that much greater strides need to be made to attract minorities into the teaching profession, but there was disagreement about how to best accomplish this goal.

The panel's participants were Linda Darling-Hammond, director of education and human resource programs for the Rand Corporation; K.Z. Chavis, executive secretary of the N.C. Association of Educators; Lloyd V. Hackley, vice president for student services at the University of North Carolina; George Reid, dean at N.C. Central University and a former president of the N.C. Black Educators Association; and David Mandel, associate director of the Carnegie Forum on Education and the Economy.

Darling-Hammond led off the discussion citing statistics showing that the number of minority children in public schools is growing at a time when the number of minority teachers is declining.

To reverse this trend, she suggested "recruiting incentives that include increases in professional status and salary, and financial aid for students to go into teacher education programs and into college generally."

She applauded the Carnegie recommendations for "pointing us in a very profitable direction for 'certification with integrity'," which is needed in order to provide "meaningful" professional standards and a "lever for equity."

Chavis applauded the Carnegie report for focusing attention on the issue of declining numbers of minority teachers. "This has been a growing problem since school desegregation efforts began," he said.

He said there are three standard explanations for this phenomenon: increased opportunities for minorities in other professions, fewer opportunities for upward mobility by minorities in education, and that minorities who achieve middle-class status seek higher status employment opportunities.

Other limits to minority interest in teaching include: recruiting practices and early counseling that discourages minorities from entering college-preparatory courses, limited financial aid for college, and a lack of affirmative action and hiring policies by local school systems.

Counseling and placement also were key points established by Hackley. Minorities are not entering the teaching profession in necessary numbers, he said, because the percentage of minorities going to college is lower than that for whites. The college-going rate among minorities is lower, Hackley said, because a lower percentage are recommended by counselors during elementary and secondary years to enroll in college preparatory courses.

"The greatest predictor of whether a student will be enrolled in a college preparatory program seems to be one's socio-economic status," he said. Like standards and opportunities must be provided for all students, he added.

The 200-point gap between the median scores of whites and blacks on the Scholastic Aptitude Test is not a result of a racially or culturally biased test, Hackley said. This gap is due to the inequity in educational opportunities.

"If students finish the ninth grade with roughly the same ability in arithmetic, for example, then take the same college preparatory classes in high school, the gap in the scores is virtually eliminated," he said.

While urging changes in programs from kindergarten through high school, Hackley objected to the Carnegie proposal that teacher preparation in college be expanded into a five-year program.

"I am convinced that requiring five years for initial, pre-service education will further accelerate the decline in the number of minority teachers," he said.

Reid urged a return to the type of teachers who taught blacks following the end of the Civil War. "Those teachers fell in love with their students," he said. "It was not an 8-3:30 job, but a job people were obligated to all of their lives."

To once again achieve this spirit, Reid urged a change in the structure of public schools that now "places more emphasis on everything other than the learning process." Specifically, Reid

Linda Darling-Hammond

K.Z. Chavis

Lloyd V. Hackley

cited bus, hall, and cafeteria duties imposed on teachers.

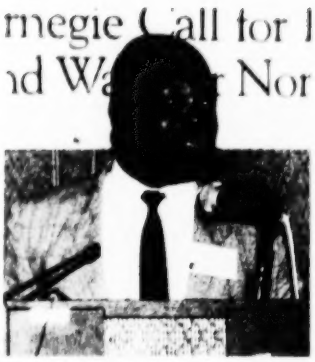
Reid also objected to the focus of the Carnegie study, which ties education reform to strengthening the economy.

"I'm not at all certain that the purpose of education is to feed or make well industry," he said. "Education should seek to produce independent thinkers with questioning minds."

This viewpoint was countered by Mandel, who said that these two goals of education are not mutually exclusive.

"If we want an educated citizenry which will preserve our democracy, if we want an equal-opportunity society, if we want a healthy defense establishment that will protect our most cherished freedoms and those of the rest of the free world, then we want the same kind of education that will give us a chance to have a high-wage economy; that is, we need students who can think for a living," Mandel said.

"The economy can no longer depend on just a solid education for an elite," he said. "The kind of education we used to provide to few, now needs to be provided to many."



George Reid

David Mandel

Reforming the Workplace: School Structure, Decision Making and Staffing

A Panel Discussion

The issue called the "most overlooked" in past reports on education and the "most complex" issue covered in the most recent Carnegie report received support from educators discussing the conditions of school as a workplace and decision making in schools.

Panelists were Phillip Schlechty, executive director of the Jefferson County Public Schools Gheens Professional Development Center; North Carolina Teacher of the Year Donna Oliver; Karen Garr, president of the N.C. Association of Educators; Marvin Koenig, principal of Chapel Hill High School; and Charles McConnell, superintendent of the Haywood County Schools.

Changing the roles of teachers and principals to make principals the leaders of instructors rather than the instructional leaders in schools was advocated by Schlechty.

Empowerment of teachers also was supported by Oliver. She said that the greatest incentive for maintaining and attracting good teachers is to provide a more professional environment for teachers.

Teachers should not have to spend as much time on paperwork and other duties such as bus duty and hall duty, she said. These are things that paraprofessionals could do as "teachers' time is best spent teaching," Oliver said.

The need to free teachers of these extra duties was echoed by Garr. She said she had always had contempt for people who left teaching. However, one year of being on leave from a "dusty, unair-conditioned classroom" has, for the first time in her career, given her power, a telephone, and flexibility. Garr said these are things teachers do not have, and she now understands and is saddened by the fact that four of the last seven North Carolina Teachers of the Year have left the classroom.

Schlechty said students studying to be physicians go through two years of medical school before they see what it is like to be doctors. On the other hand, students interested in teaching have had at least 12 years of school to see what being a teacher is like. How the workplace looks to students who might be future teachers is currently a disincentive to prospective teachers.

Schlechty said that giving teachers more power will not take away the power of principals. Instead, he said that it may take stronger principals to lead teachers who have more responsibility.

Koenig agreed with Schlechty. He said that "as you empower teachers, a principal becomes more of a leader." He also suggested that people will see an improvement in teaching of youngsters when teachers have more power.

Regarding his role as principal of a high school, Koenig said he sees himself as "working with other leaders in their classrooms and departments."

While Koenig sees the principal's role as one of working with teachers, Garr said she believes that classrooms have been "teacher-proofed." She said that pre-determined curriculum, pre-determined textbooks, and pre-determined tests are stifling teachers in North Carolina.

Garr suggested improving pay for teachers, deregulation, and continuing collaboration and support of public schools by businesses and the general public as ways to improve the condition of teaching.

McConnell also said that restructuring schools is "very critical." Although he said he has some concerns about giving teachers more autonomy considering the caliber of teachers coming out of college today, McConnell contended that we must rethink our school structures with input from teachers.

McConnell pointed out that one school in Haywood County will attempt to restructure next year using some of the suggestions in the Carnegie report.

Shared decision making, one of the proposals to be tried in the Haywood school next year (pending approval), will call for teachers to have skills different than those currently taught in college. Schlechty said colleges need to teach leadership and management skills to teachers to prepare them for participatory management.

The roles of teachers and principals will not be the only ones to change

Phillip Schlechty

Donna Oliver

Karen Garr

under restructured schools. Schlechty said the roles of superintendents and boards of education must also change.

He said questions that need to be addressed are how schools can be organized to be attractive to the best teachers and principals, and how educators can motivate "ordinary college graduates to do extraordinary things."

Schlechty said the area of the Carnegie report dealing with restructuring schools is the "most important" and will need creative changes to empower the total educational establishment so education can attract the type of people needed.

If educators do not take a look at the management issue and do not address the fundamental problem of school structure, Schlechty warned that "we won't be able to talk about good, healthy schools in the year 2010."

Schlechty suggested a new metaphor for schools which he believes captures the essence of the Carnegie recommendations. He proposed that the audience consider schools in a business context and view "learning" or "knowledge" as the "output" or "product" the public expects of schools. If learning and knowledge are the product of schools, the "workers" are students, since only they can increase or decrease the product of the schools.

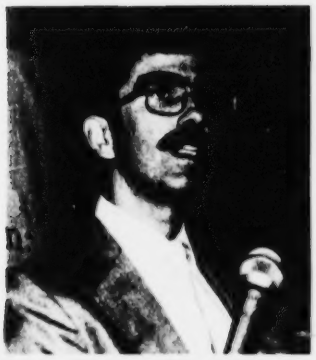
Teachers then become "instructional leaders" charged with motivating and directing student-workers to increase their output.

Finally, the principal is a true "manager" of instructional leaders, and the principal's job is to organize teachers and the environment in such a way to enhance the output of schools.

Marvin Koenig

Charles McConnell

Forming, Reforming and Deforming: How the Past Can Shape the Future



Hammond is deputy executive director of the Southeastern Educational Improvement Laboratory.

An Address by Peirce Hammond

One of the things that has intrigued me about the Carnegie report is that it is clearly not a call to go back to the good old days. That is appropriate and right because they weren't such good old days. If we go back, for example, to 1954 to the Brown decision, that tells us something about what wasn't good about the good old days.

There was a wonderful article by Morris Wolfhall in *Education Leadership* (September edition), in which he talked about the good old days being the days when tracking was standard, when scholastic opportunity was "blatently unequal."

In 1953, there were 10 million adults that had less than a fifth-grade education. He cites a teacher that said in 1948: "I don't know how we're supposed to teach them anything anymore. They come to us knowing less each year. How can we teach them when they can't read?" In 1937, an English teacher wrote: "Ask any group of businessmen in any city and they will tell you they are driven to distraction by stenographers who cannot spell and clerks who cannot add, much less compute fractions." In 1933, in the *American Scholar,* it was lamented that "the standards of college work have been and are being lowered. Freshmen courses are increasingly becoming courses for the correction of defects in the high school population." In 1923, the president of the Carnegie Foundation, writing in *Scribners Magazine,* stated that, "in a large number of institutions the teaching has become enormously diluted."

Test results of Army inductees in World War I found that 25 percent could not read a newspaper or write a letter. In 1910, only 16 percent of American children between 14 and 17 years old were enrolled in school. In 1908, New York City had a dropout rate above 50 percent, and you can go on and on.

I am grateful that we are not trying to recapture some illusory notion of the good old days.

I am concerned, however, with the strong connections that are being made in this report between education and economic concerns, the emphasis on growth, the emphasis on competition, the emphasis on the standard of living. If the emphasis were on quality of life, which I don't see so much, I would feel better about it. I am concerned about the reduction of the quality of life into the standard of living.

I understand the temptation to do it; the standard of living is something that we have learned to measure. It concerns me because it is a reduction that is parallel to the reduction that we often do in education, to an assumption that somehow test scores tell us everything that we need to know.

I wish to question here some of the basic assumptions that have been laid out so forcefully, both in this report and in this meeting. I don't understand why we are so concerned that Korea and other countries are doing better. Why is that a threat to us? Why are we focusing on education as the key to getting the edge on other people, other countries? Why do we flirt with a new sort of imperialism that, instead of sending us raw goods, sends us the routine goods—the shoes and what have you.

What's happened to the idea of education as developmental—education that aims to allow each child, each person, to be fulfilled? The key to this view of education is the development of self-motivation in children. But here, we are settling for motivation based upon the instrumental nature of education. Further, we are founding major reform initiatives on this inferior basis, or worse yet, on fears of domination by others. That is what leads us to emphasize the likes of "productivity growth."

In a recent edition of *Education Forum,* Sanford Reitman argues that teaching is indeed a creative art. That is a rather different view than one which emphasizes greater productivity. Reitman contends that in this country we see education as too important and socially valuable to be entrusted to artists, that schools are agencies for intentional social change to redeem a nation at risk. And school people, therefore, must be accountable for short term gains. Consequently, we prefer reliable competence to undependable and even dangerous creativity.

So let's look ourselves in the face and say: do we trust teachers to behave as professionals? Linda Darling-Hammond points out what she calls "the profound tension between the ideas of professional control, public control, and between standardized training needed for molding cogs in society's industrial machinery and the socially threatening forms of education needed for producing critics and creators."

So how do we fit in the room for artistry and professional responsibility that we want, and it seems that we need, if we are to reach the division that we are after, with the demand for accountability? First, let's notice that professional responsibility is not equivalent to professional license. All professionals are judged in some way or another, and there are risks of malpractice suits. But the good ones, whether they are lawyers, accountants, physicians, or educators, stand by their work, as they must.

Mary Ann Raywid in a recent report speaks of three kinds of approaches to accountability. The first one, tight supervision, is antithetical to professionalism. The second is "output monitoring." That is "tell the people what to produce and then get out of the way." This one is problematic on technical grounds. We simply don't know enough about measurement of what is important to be able to do this.

The third approach is parental and student choice within the public school setting. This is less coercive than the other accountibility forms and returns a greater amount of power to the schools where it should be.

We are now back to the basic questions: What sort of a society, what sort of people do we want to be? What do we want for our kids? What are we going to model? We may want variety, and that is one of the virtues of choice. But there are dangers in the path of choice. Choice can be a code word for various forms of segregation and separation, and we need to acknowledge that. We also have some familiarity with choice. Magnet schools have worked well in some places.

The basic point is that there is no one best way. Choice is necessary because kids are different; we are different. We learn differently; we teach differently; we have different capabilities. We need to allow that, enjoy it, have it spread, and have the benefits of it. Without some choice, we are not acting fully as human beings.

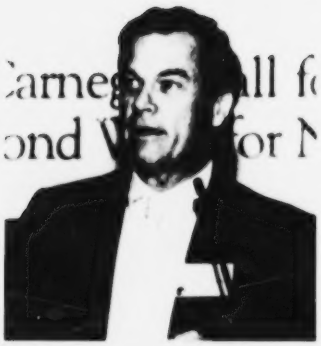
If schools are to be communities of people who are caught up in the education process and working with students and parents who believe in it and are attracted to it, how are we to get to that, but through some kind of choice.

We must model the freedom of choice to students if we want to prepare students for making choices, as inevitably they will have to. We must give them experience in choosing so they can experience it, participate in it, see its consequences, and learn how to go about being choosers themselves. If we want students to be independent thinkers, then we better have models.

The Carnegie report talks about peer and cross-age tutoring as a way of doing modeling, too. That's a slightly different model, but it's a wonderful approach in many ways. As is pointed out in the report, both parties benefit from tutoring, the tutor more often than the person being tutored. It also has marvelous side effects, not the least of which is it's also a way of doing field-based practice teaching at a very early age.

Finally, if our students are to become all that they can be, we need to model by doing that ourselves.

The Carnegie Challenge and North Carolina



Pritchett is chairman of the N.C. State Board of Education and executive director of the John Motley Morehead Foundation.

An Address by Mebane Pritchett

The reports are clear. The teacher education programs which served us well for decades are no longer sufficient. Teachers now need more basic content knowledge, and they must have the ability to teach that material in a way which helps young people develop the ability to think. A sound liberal arts education remains the best approach to the development of critical thinking.

The reports are equally clear that we must not shun professional education for teachers. It hardly seems prudent to attempt to upgrade a profession by denying the existence of a core professional body of knowledge. And, in fact, in the last decade, educational research has started to develop that core body of knowledge.

Those studying teacher education also seem unanimously to agree that what other professions might call an internship is absent in education. Eight or even 10 weeks of student teaching will not do the trick. The Beginning Teacher Program we have adopted in North Carolina is in itself a beginning. We need to ask what knowledge is best learned in clinical experiences prior to full-time work in schools, and what is best learned through full-time work. We need further to ask what kinds of knowledge are best learned in the classroom and when.

The clear consensus is that we need to improve the liberal arts education provided future teachers, to redesign the professional education system, and find a way to make the clinical experience in teacher education as valuable as the one in medical education. However, this issue has become clouded by the biases we have about the utility of undergraduate education in teacher preparation. It is time to put those biases aside, focus on the program needed, and see how that program can most effectively be provided in a diverse state, with diverse communities, and diverse needs, in diverse ways.

An effective teacher education program results in certification, but the certification process clearly needs another look. This process has been one of our basic efforts at quality assurance. Nonetheless, it has also been a source of controversy. While some have argued that teachers teaching in a field in which they are not certified is a scandal, others have maintained that we must make it easier for people from the private sector to become teachers and overcome what these folks think of as rigid certification rules. We have heard here much intriguing discussion of a national board to set standards. This idea is worthy of consideration. The Board of Governor's Task Force has also been studying the value of a state-level professional practices board.

The question is not whether to have a national or a state board for certifying teachers, but rather what it is we hope to accomplish through the certification process, and how those objectives can best be achieved.

As we move on from training to certification to actual employment, we see another area of concern: the condition of being a teacher. Part of the condition is intense joy and fulfillment. Teaching provides the same fulfillment today that it did 20, 40, or 100 years ago. Some things, however, have changed. We all know about the increasing opportunities for women and minorities that have turned many of them away from teaching. We all know that many of our good teachers leave the classroom—and education—for more lucrative jobs in the private sector.

The Carnegie report has addressed eloquently the need to focus on the workplace of school teachers. If the Carnegie report succeeds only in focusing our attention on workplace issues, it will have made a significant contribution to the improvement of American education. For decades, business schools and private companies have thought through and implemented ideas designed to improve productivity, to help people feel more a part of the organization, to give them a reason to feel more of a stake in the success of the organization. I am afraid that the management philosophy in our schools has not changed significantly in 60 years. We still view teachers as the given; we still design programs that would work if only those teachers would do what we say they ought to do.

The Carnegie report does not tell us,

as some have said it does, that we need simply to remove control of the schools from the principal and give it to the teachers. It does tell us that if we expect teachers to be professionals, we must treat them as such. That includes assuming they have intelligence and professional knowledge that we need. Just as no responsible person would contemplate running a hospital without soliciting the opinion of physicians, or a university without soliciting the opinion of professors, so we should not assume we can or should operate schools without drawing on the knowledge of teachers.

In focusing on the workplace, we need to develop ways to encourage collegiality among teachers. Collegiality, common in other professions, is all too rare in teaching. The very structure of schools encourages teachers to go it alone and throws up obstacles to teachers who want to draw on the knowledge of their colleagues. Finding a way to help teachers draw on one another's expertise should be one of our most important objectives. If it becomes so, we shall likely succeed.

As we succeed in this effort, we will also succeed in helping principals become more effective instructional leaders. Good principals already draw on the knowledge and expertise of their teachers when they make decisions. The approach suggested in the Carnegie report will allow a principal to make more and better use of teachers' knowledge. This approach, however, also calls for new expectations for principals, and, in some cases, additional training for principals, to enable them to adopt new, more effective, more modern, approaches to management.

The condition of being a teacher also involves being able to focus on teaching, on being relieved of paperwork where possible, of having the materials and equipment needed to be a teacher, of teaching in a clean, heated, well-ventilated, solid classroom. In North Carolina, we are making progress in these areas.

The Carnegie report and this conference have both drawn our attention to the critical shortage of minority teachers. Educational leaders from throughout the country have discussed this problem, but those of us in North Carolina know that the problem is in fact a crisis. North Carolinians are rightly proud of how they have pulled together to make desegregation work. We are committed to desegregation. No commitment, however, no matter how deeply felt, can be expected to succeed for long if desegregated student groups do not see desegregated faculty groups. There are no easy answers to this problem. Several of my colleagues on the State Board and in the State Department and I have discussed this issue. I am going to ask the State Board's Personnel Committee to develop a plan we can use in North Carolina to attract and retain the best minorities in teaching.

Finally, the report on teachers focuses on salaries. Although some individuals say that teachers make enough money, it seems clear that if the salary we provide cannot get people of sufficient talent in sufficient numbers to enter and stay in the classroom, the salary is by definition inadequate. The State Board and the General Assembly understand this fact. In the last three years, the General Assembly has raised teachers' salaries by more than 30 percent. I am proud of our legislators for having had the courage to raise expenditures like this. But our friends in the legislature also understand that even this raise has not been enough.

Where do we go from here? One place we do not go is in different directions, each chasing his own solution. The Board of Governors and the State Board of Education must work together, building on the good work already done, to develop a specific plan of action. This plan must include a design for implementation. The Board of Governors' Task Force, the General Assembly, and the staff in the Department of Public Instruction have already developed some ideas and programs which must be part of any overall plan. We need not begin at Square One.

The Buck Stops Here

Anthony E. Rand

A Panel Discussion

A potential funding shortfall was cited by three North Carolina policymakers as the major roadblock to launching a second wave of education reform in the state.

Panelists were state Sen. Anthony E. Rand, state Rep. William T. Watkins, and Gene Causby, executive director of the N.C. School Boards Association.

"The bottom line is that money will be tight," Rand said.

An estimated $268 million in additional state funds will be available for the 1987-88 fiscal year for all new and expanded programs, Rand said. Continuation of the Basic Education Plan and the Career Ladder Program will require $188 million, leaving only $80 million for other needs.

Since raising salaries of state employees and teachers by only one percent would require $42 million, "you can see that we are in a financial bind," Rand said.

Rand suggested that the General Assembly may re-think its priorities on some current programs.

"In light of the Carnegie recommendations, the General Assembly needs to stop and look at how the $800 million we are investing in the Basic Education Plan will actually change our schools," Rand said. "We need to look at more than salaries and class size, and consider investing in support that will help build professionalism in the workplace."

Watkins agreed with Rand's assessment of the situation, and suggested that additional revenues will be needed.

He noted a recent survey of citizens in Granville County that showed that 75 percent of the people polled "would pay greater taxes for better schools and better teachers."

He urged "continued cooperation between different groups of educators" to ensure that educational progress continues in North Carolina.

"It's tragic that teachers do not enjoy the prestigious position they have enjoyed in the past," Watkins said. "The best thing that can be done is to get public opinion behind public education."

Causby also cited a decline in public support of education as crucial to education reform.

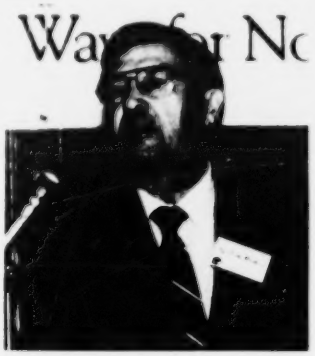
"If I could snap my fingers and cause one single thing to happen that I think will do the most to benefit public education, it would simply be the increase of the status of teaching as a profession," Causby said. "But that will not happen as long as there is the perception that those working now came in at lower standards and are less than competent."

This perception, Causby said, has been supported somewhat by the Carnegie recommendations, which calls for higher standards for teachers. "This can present some problems to us," he said.

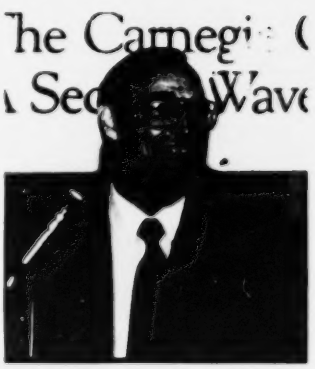
Causby noted that no school board members were included on the Carnegie Task Force on Teaching as a Profession, and he urged that their inclusion in the development of a national teacher certification board.

"There absolutely must be a heavy involvement of the lay public because they do pay the bill, and until they buy in, we're not going to make any progress," he said.

Causby summed up the session, saying education reform "won't happen overnight and certainly requires resources."



William T. Watkins



Gene Causby

Acknowledgements

***Gerry Hancock,** chairman of the Public School Forum of North Carolina and a partner in the law firm Everett, Hancock and Nichols, served as the general moderator for the two-conference.

*Others who participated in the conference by introducing speakers or moderating panel discussions were:

Sherwood Smith, chairman and president of Carolina Power & Light Co.

Josephine Clement, Durham County Commissioner

Richard L. Daugherty, Research Triangle Park Site General Manager for IBM Corporation

Betty Speir, a member of the N.C. State Board of Education

Charles J. Law, Jr., Executive Director of the Southeastern Educational Improvement Laboratory

Linda McDougal, Assistant to the Superintendent of the Greensboro City Schools

Barbara Tapscott, a member of the N.C. State Board of Education

Gerry House, Superintendent of the Chapel Hill/Carrboro City Schools

J.M. Robinson, Vice President of the University of North Carolina

Betty West, Director of Personnel for the Davie County Schools

*Entertainment was provided by Wake County Public School System students from **Athens Drive, Broughton** and **Enloe** high schools.

*The staff of the Public School Forum organized and coordinated the conference. They are Administrative Assistant **Peggy Dickerson,** Deputy Director **Ellen Pechman,** and Teacher-in-Residence **Pat Sumner.**

***NewSouth Associates** provided creative expertise in developing the conference materials, including this Proceedings Report.

President **Bob Kolin** also organized the public relations efforts surrounding the conference.

*The audio-visual departments of the **State Department of Public Instruction** and the **Wake County Public School System** provided equipment and staff to videotape the conference.

*** Videotapes of the proceedings may be borrowed from the Public School Forum.**

*** Audio tapes are available for purchase from the School News Service, P.O. Box 30755, Raleigh, N.C. 27622.**

North Carolina State Board of Education

Mebane M. Pritchett, Chairman
Executive Director
Morehead Foundation

Barbara M. Tapscott, Vice Chairman
Assistant Superintendent for Instruction
Burlington City Schools

Harlan E. Boyles
State Treasurer

Robert B. Jordan, III
Lieutenant Governor

James B. Chavis
Vice Chancellor for Student Affairs
Pembroke State University

Jere Drummond
Vice President
Southern Bell

Theda H. Moore
Member
N.C. Textbook Commission

Mary Morgan
Member
Onslow County Board of Education

Cary C. Owen
President
Greenwood Company

Prezell R. Robinson
President
St. Augustine's College

Betty Speir
Guidance Counselor
North Pitt High School

Norma Turnage
Former Director of Public Information
Rocky Mount City Schools

E.V. Wilkins
Mayor of Roper

Board of Directors Southeastern Educational Improvement Laboratory

ALABAMA

Edna Bonner Rhodes
Private School Representative

Robert L. Stevenson
Business/Industry Representative

Wayne Teague
State Superintendent

Nancy L. Worley
Teacher

FLORIDA

Ida S. Baker
Principal

Arnhilda B. Gonzalez-Quevedo
Intermediate Service Organization Representative

Charles Reed
Chancellor—State University System

Ralph D. Turlington
State Commissioner of Education

GEORGIA

Juanita Powell Baranco
State Board of Education Representative

Walter Judge
Intermediate Service Organization Representative

Dean Propst
Chancellor—State University System

Werner Rogers
State Superintendent

MISSISSIPPI

Richard Boyd
State Superintendent

Milton L. Bradley
Local School Board Representative

Alyce Griffin Clarke
State Representative

Harold Fisher
Local School Board Representative

NORTH CAROLINA

Pam F. Brewer
Teacher

Geraldine H. House
Local Superintendent

A. Craig Phillips
State Superintendent

C.D. Spangler, Jr.
President—State University System

SOUTH CAROLINA

Viola D. Edwards
Teacher

Joyce T. Marshall
Parent

Robert W. Paskel
Local Superintendent

Charlie G. Williams
State Superintendent

Public School Forum Board of Directors

Mr. C. Ronald Aycock
Executive Director
N.C. Association of County Commissioners

Mr. James O. Barber
Controller
N.C. Department of Public Instruction

Mr. Max Bauguss
President
N.C. Association of County Commissioners

Rep. Daniel T. Blue
N.C. General Assembly

Mr. Gene Causby*
Executive Director
N.C. School Boards Association

Dr. K.Z. Chavis
Executive Secretary
N.C. Association of Educators

Mrs. Josephine Clement
Durham County Commissioner

Rep. Betsy Cochrane
N.C. General Assembly

Dr. Linda Combs*
Education Advisor
to the Governor

Ms. Jeanette Council
Supervisor
Cumberland County Schools

Mr. Richard L. Daugherty*
General Manager
IBM Corporation

Mr. John N. Dornan*
Executive Director
Public School Forum of North Carolina

Mr. Jere A. Drummond
Vice President
Southern Bell Telephone Co.

Mr. Terrell Duncan
President
N.C. School Boards Association

Dr. Zane E. Eargle
Superintendent
Winston-Salem/Forsyth County Schools

Dr. Donald E. Ensley
Associate Professor —
Community Health
East Carolina University

Rep. Bobby R. Etheridge
N.C. General Assembly

Dr. William C. Friday
President Emeritus
University of North Carolina

Ms. Karen Garr
President
N.C. Association of Educators

Sen. William D. Goldston
N.C. General Assembly

Dr. Gladys Graves*
President-Elect
N.C. Association of Educators

Mr. Thomas W. Graves
President
N.C. Citizens for Business and Industry

Dr. Cleveland Hammonds
President
N.C. Association of School Administrators

Mr. Gerry Hancock*
Partner
Everett, Hancock and Nichols

Mr. Howard H. Haworth
Secretary
N.C. Department of Commerce

Mr. John T. Henley
President
N.C. Association of Independent Colleges and Universities

Ms. Gwen Hughes
President
N.C. PTA

Rep. Martin Lancaster
N.C. General Assembly

Mr. L. Vincent Lowe
President
Branch Banking & Trust Co.

Dr. Pamela Mayer*
Associate Superintendent
Wake County Public Schools

Sen. Timothy H. McDowell
N.C. General Assembly

Dr. Lee Monroe
Senior Education Advisor to the Governor

Ms. Donna H. Oliver
N.C. Teacher of the Year

Ms. Diane Payne
Principal
Enloe High School

Dr. A. Craig Phillips
State Superintendent
N.C. Department of Public Instruction

Mr. Mebane Pritchett
Chairman
State Board of Education

Sen. Anthony E. Rand*
N.C. General Assembly

Dr. J.M. Robinson*
Vice President
University of North Carolina

Mr. Raymond Sarbaugh*
Executive Director
N.C. Association of School Administrators

Gov. Robert Scott
President
N.C. Department of Community Colleges

Mr. Sherwood Smith*
Chairman and President
Carolina Power & Light Co.

Mr. William D. Snider
Retired Editor
Greensboro Daily News

Mr. C. Dixon Spangler
President
University of North Carolina

Rep. William T. Watkins*
N.C. General Assembly

Sen. Melvin L. Watt
N.C. General Assembly

Ms. Betty West
Director of Personnel
Davie County Schools

Mr. J. Tylee Wilson
Chairman and CEO
RJR Nabisco Inc.

Mrs. Janet Wilson
Past President
N.C. School Boards Association

Dr. Linda C. Winner
Director — Special Academic Programs
University of North Carolina-Asheville

* *Indicates a member of the Forum's Executive Committee*

33

The Carnegie Call for Reform:
A Second Wave for North Carolina?

Sponsored by:
Carnegie Forum on Education and the Economy
N.C. State Board of Education
Public School Forum of North Carolina
Southeastern Educational Improvement Laboratory

The Public School Forum of North Carolina is supported by grants from the Z. Smith Reynolds Foundation, the Mary Reynolds Babcock Foundation, the N.C. Association of School Administrators, and by an appropriation from the North Carolina General Assembly.

The Forum also has received corporate donations from the following North Carolina businesses.

Barclays American Corporation
Burlington Industries, Inc.
Carolina Freight Carriers Corp.
Carolina Power and Light Company
Duke Power Company
First Union National Bank
IBM Corporation
Jefferson Pilot Corporation
Lowe's Companies, Inc.
NCNB Corp./NCNB National Bank
Piedmont Aviation, Inc.
R.J. Reynolds Industries
Southern Bell Telephone and Telegraph Co.
Wachovia Corporation

the FORUM

117 Glenwood Ave.
Raleigh, N.C. 27603
(919) 832-1584